

L W Conder Elementary

8040 Hunt Club Road
Columbia, SC 29223

Grades	PK-5 Elementary School	
Enrollment	610 Students	
Principal	Shirley Watson	803-736-8720
Superintendent	Stephen W. Hefner, Ed.D.	803-738-3236
Board Chair	William Flemming, Jr., DMD	803-736-0015

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	18	58	21	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Below Average	Yes
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes

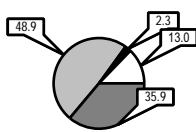
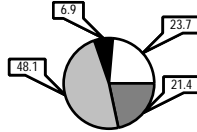
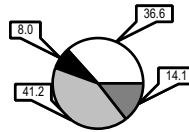
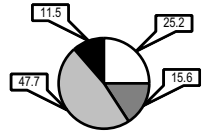
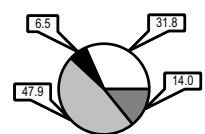
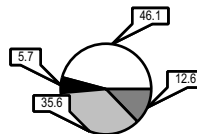
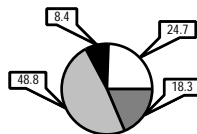
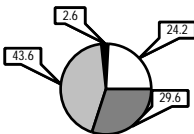
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	308	99.4	13.0	48.9	35.9	2.3	51.1	Yes	Yes
Gender									
Male	149	100.0	14.6	49.6	35.0	0.8	46.3		
Female	159	98.7	11.5	48.2	36.7	3.6	55.4		
Racial/Ethnic Group									
White	22	95.5	5.9	35.3	47.1	11.8	70.6	I/S	I/S
African American	231	99.6	12.1	51.7	34.3	1.9	49.3	Yes	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	38	100.0	16.7	46.7	36.7	0.0	50.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	276	99.3	12.1	48.3	37.5	2.2	52.6		
Disabled	32	100.0	20.0	53.3	23.3	3.3	40.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	308	99.4	13.0	48.9	35.9	2.3	51.1		
English Proficiency									
Limited English Proficient	34	100.0	29.4	52.9	17.6	0.0	23.5	I/S	I/S
Non-Limited English Proficient	274	99.3	11.8	48.6	37.1	2.4	53.1		
Socio-Economic Status									
Subsidized meals	243	100.0	13.1	53.9	31.1	1.9	46.6	Yes	Yes
Full-pay meals	61	100.0	12.5	30.4	53.6	3.6	67.9		

Mathematics – State Performance Objective = 36.7%									
All Students	308	99.4	23.7	48.1	21.4	6.9	44.7	Yes	Yes
Gender									
Male	149	100.0	26.8	40.7	24.4	8.1	44.7		
Female	159	98.7	20.9	54.7	18.7	5.8	44.6		
Racial/Ethnic Group									
White	22	95.5	17.6	47.1	29.4	5.9	64.7	I/S	I/S
African American	231	99.6	24.6	49.8	20.8	4.8	41.5	Yes	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	38	100.0	23.3	46.7	20.0	10.0	46.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	276	99.3	20.7	48.3	24.1	6.9	47.4		
Disabled	32	100.0	46.7	46.7	0.0	6.7	23.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	308	99.4	23.7	48.1	21.4	6.9	44.7		
English Proficiency									
Limited English Proficient	34	100.0	41.2	47.1	5.9	5.9	23.5	I/S	I/S
Non-Limited English Proficient	274	99.3	22.4	48.2	22.4	6.9	46.1		
Socio-Economic Status									
Subsidized meals	243	100.0	24.8	48.5	22.3	4.4	41.3	Yes	Yes
Full-pay meals	61	100.0	19.6	46.4	17.9	16.1	57.1		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	308	99.4	36.6	41.2	14.1	8.0	22.1
Gender							
Male	149	100.0	36.6	42.3	12.2	8.9	21.1
Female	159	98.7	36.7	40.3	15.8	7.2	23.0
Racial/Ethnic Group							
White	22	95.5	17.6	58.8	5.9	17.6	23.5
African American	231	99.6	38.2	43.0	12.6	6.3	18.8
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	38	100.0	36.7	26.7	30.0	6.7	36.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	276	99.3	32.3	43.5	15.5	8.6	24.1
Disabled	32	100.0	70.0	23.3	3.3	3.3	6.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	308	99.4	36.6	41.2	14.1	8.0	22.1
English Proficiency							
Limited English Proficient	34	100.0	64.7	23.5	11.8	0.0	11.8
Non-Limited English Proficient	274	99.3	34.7	42.4	14.3	8.6	22.9
Socio-Economic Status							
Subsidized meals	243	100.0	39.8	40.8	14.1	5.3	19.4
Full-pay meals	61	100.0	25.0	42.9	14.3	17.9	32.1

Social Studies							
All Students	308	99.4	25.2	47.7	15.6	11.5	27.1
Gender							
Male	149	100.0	23.6	48.8	17.9	9.8	27.6
Female	159	98.7	26.6	46.8	13.7	12.9	26.6
Racial/Ethnic Group							
White	22	95.5	17.6	35.3	23.5	23.5	47.1
African American	231	99.6	26.6	48.8	13.5	11.1	24.6
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	38	100.0	16.7	53.3	26.7	3.3	30.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	276	99.3	22.4	48.7	16.8	12.1	28.9
Disabled	32	100.0	46.7	40.0	6.7	6.7	13.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	308	99.4	25.2	47.7	15.6	11.5	27.1
English Proficiency							
Limited English Proficient	34	100.0	41.2	41.2	11.8	5.9	17.6
Non-Limited English Proficient	274	99.3	24.1	48.2	15.9	11.8	27.8
Socio-Economic Status							
Subsidized meals	243	100.0	26.2	51.5	12.1	10.2	22.3
Full-pay meals	61	100.0	21.4	33.9	28.6	16.1	44.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	109	100.0	11.0	36.7	44.0	8.3	52.3
	4	103	99.0	13.9	37.6	47.5	1.0	48.5
	5	107	100.0	22.4	46.7	28.0	2.8	30.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	104	99.0	6.0	36.9	50.0	7.1	57.1
	4	100	100.0	20.2	41.7	38.1	0.0	38.1
	5	104	99.0	12.8	66.0	21.3	0.0	21.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	109	100.0	21.1	56.9	18.3	3.7	22.0
	4	103	100.0	13.7	40.2	35.3	10.8	46.1
	5	107	100.0	22.4	55.1	15.9	6.5	22.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	104	99.0	23.8	51.2	19.0	6.0	25.0
	4	100	100.0	28.6	35.7	26.2	9.5	35.7
	5	104	99.0	19.1	56.4	19.1	5.3	24.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	104	99.0	39.3	38.1	14.3	8.3	22.6
	4	100	100.0	31.0	40.5	16.7	11.9	28.6
	5	104	99.0	39.4	44.7	11.7	4.3	16.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	104	99.0	23.8	42.9	11.9	21.4	33.3
	4	100	100.0	20.2	41.7	29.8	8.3	38.1
	5	104	99.0	30.9	57.4	6.4	5.3	11.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 610)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.7%	Down from 2.1%	3.5%	3.0%
Attendance rate	96.1%	Down from 96.4%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.7%	No change	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%	Up from 3.5%	3.5%	3.2%
Eligible for gifted and talented	13.9%	Down from 18.3%	9.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.1%	Up from 3.5%	9.0%	8.2%
Older than usual for grade	0.8%	Down from 1.1%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 50)				
Teachers with advanced degrees	52.0%	Up from 49.0%	50.0%	52.6%
Continuing contract teachers	80.0%	Up from 75.5%	85.0%	83.3%
Highly qualified teachers	97.9%	Down from 100.0%	94.6%	93.5%
Teachers with emergency or provisional certificates	2.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	81.7%	Up from 78.6%	86.4%	87.0%
Teacher attendance rate	95.3%	Up from 94.3%	94.8%	95.0%
Average teacher salary	\$40,302	Up 2.8%	\$41,257	\$41,703
Prof. development days/teacher	10.3 days	Up from 9.9 days	13.4 days	12.8 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 17.9 to 1	18.4 to 1	18.8 to 1
Prime instructional time	88.8%	Down from 89.5%	89.2%	89.8%
Dollars spent per pupil*	\$6,406	Down 4.9%	\$6,318	\$6,242
Percent of expenditures for teacher salaries*	69.4%	Down from 73.1%	64.2%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.5%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.9%		89.4%	
Highly qualified teachers in high poverty schools	93.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Conder Elementary is an Arts Integrated Magnet School. We serve four-year old kindergarten to fifth grade students. We believe that all children can learn and we strive to give all students a solid foundation to become productive lifelong learners and responsible citizens.

Conder had several noteworthy achievements during the 2004-05 school year. First, our district received a three year multi-million dollar federal grant. As part of the grant, Conder will serve as an arts-infused school. We will provide opportunities for all students to participate in a wide offering of arts in the areas of dance, drama, strings, drums, and keyboarding. Additionally, our school serves as a 21st Century Community Learning Center through the Boys and Girls Club of the Midlands. This grant provides funding for after-school and extended year programs designed to help students meet state academic standards. The 2005 South Carolina Oversight Committee study recognized Conder for successfully closing the achievement gap of historically underperforming students. Our HOSTS (Helping One Student to Succeed) volunteer program received the National Exemplary Award due to the many successes of the program, including 58% of the participating students improving their reading grades by one or more levels. Besides these outstanding accomplishments by our school and students, two teachers earned National Board status in 2004 and joined five others who received National Board Certification in previous years. Five additional staff members are awaiting the outcome of their application for national certification in 2005 which would bring the school's total to twelve National Board Certified teachers.

In the academic area, class size averaged 15 students per teacher in grades 1-3. Our students performed well on the Palmetto Achievement Test (PACT) when compared to the state in the percentage of students meeting standards on the test. Our fourth graders met or exceeded the state and district averages on the 2004 PACT in all subject areas. 93% of our third graders met standards in English/Language Arts on PACT 2004. To increase the percentage of students meeting standards, the curriculum is being redesigned to maximize learning by using an arts integrated thematic instructional model. For students who scored Below Basic, additional instruction is provided through differentiated instruction in the classroom, our tutorial program, our after-school academic enrichment program, our four week summer program, and our SOAR to Success supplemental reading program.

Student leadership is encouraged through participation in WEE Deliver, Star Patrol, bookstore workers, flag helpers, and the morning news show, "The Conder Connection." Some of our fifth graders are very active in the National Junior Beta Club.

Family education continues to be a high priority due to the importance of early literacy and family involvement as keys to school success. We invite you to become active partners in your child's educational experiences by volunteering, attending curriculum nights, and being active in our PTA. Only by working together can we best serve our children.

Shirley Watson, Principal
Bruce Michalski, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	44	100	25
Percent satisfied with learning environment	79.5%	84.8%	91.7%
Percent satisfied with social and physical environment	90.9%	83.8%	83.3%
Percent satisfied with school-home relations	72.7%	84.0%	79.2%

*Only students at the highest elementary school grade level at this school and their parents were included.